**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Ways to make ten | Ten frame |
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| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES)  Review numbers that add to ten | |
| *The Language of Math*: Vocabulary instruction  Day 1:This is the word “Ten Frame “ Teacher will write ten frame in the center circle of the Frayer model chart.  Ask who can tell me what a ten frame is? Tell a partner what you think a ten frame is? **Macintosh HD:Users:joannayoung:Desktop:Screen shot 2011-08-09 at 11.32.55 AM.png**  Then hold up a picture of a ten frame. This is an example of a tens frame. Draw that in the example box on the chart. Ask “What is this?” Have the students repeat the words three times. What do you know about a tens frame now?  Show a non-example. Is this a ten frame? Why?  As a class come up with a definition. A ten frame has ten squares 5 on top five on the bottom.  Day 2: Hold up the ten frame. Ask the students to turn to their neighbor and tell them what it is. Have the students repeat the words three times Students Get their own chart and fill in the word and definition.  Day 3: Students Get their own chart and draw a picture of a tens frame in the example box and and something that is not a tens frame. (non example) share with class. Teacher will fill in the frayer model chart.  Day 4: Discuss characteristics as a class. Have students Fill in characteristics on their chart.   1. Day 5: Get with a partner and share their chart with their partner. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Macintosh HD:Users:joannayoung:Desktop:Screen shot 2011-08-09 at 2.40.26 PM.png  Why does using a ten frame help us solve the problem?  After asking the blue questions follow up with questions such as Why don’t the teddy bears fir on the shelf? How do you know only two more can fit on the shelf? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Give the children double ten frames and two different color counters. Give them an addition problem such as 8+5. Have them put 8 in the top ten frame and 5 in the bottom ten frame. Have them write 8+5 next to the frames. Ask How many more do we need to make ten? Can you explain that? Have them move two up to fill the top ten frame. Then show that it is the same as 10+3 have them write 10+3 next to the frames. Repeat with other examples until the concept is understood. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT Macintosh HD:Users:joannayoung:Desktop:Screen shot 2011-08-10 at 10.50.46 AM.png Macintosh HD:Users:joannayoung:Desktop:Screen shot 2011-08-10 at 10.49.50 AM.png (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**  Walk around during independent practice to see who understands and who needs more practice. (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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